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ABSTRACT

This monograph defines team teaching and discusses its rationale in relation to individualized instruction. The paper defines team teaching as "unified, yet diverse, direction of learning activities by a committed coalition of thoughtful, dedicated persons." Also defined are the following patterns of team membership and organization, which are designed to provide staffing suggestions, an illustration of roles, and development of specialized instruction: dual team teaching, cooperative team teaching, departmental team teaching, intradisciplinary team, symbiotic team, interdisciplinary team, and multifarious team. The rationale of team teaching is then discussed in relation to providing a functional, realistic approach to the learning process, especially when implemented with flexible scheduling and continuous progress designs. A five-page bibliography is included, along with 7 diagrams. (For related documents, see SP 006 948-951, 953.) (BRB)

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INDIVIDUALIZATION OF INSTRUCTION:

TEAM TEACHING

by

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This publication is the second in a series of articles discussing the topic of Individualization of Instruction.

FOREWORD

You may have heard recently the phrase, "Now that we have achieved education for all, let us seek education for each." We certainly have nearly achieved education for all, and we have it within our power to achieve education for each, but to do so we must change markedly in the next decade and constantly examine new avenues which seem to offer realistic improvements for the teaching-learning process.

This monograph, and similar ones which will follow, is designed to set forth what is the most enlightened thought in the field. New ideas will be presented with the hope that some implementation will follow.

While we will not be advocating any one specific course or another, we believe it to be necessary to give currency to new and viable solutions to some of the problems that face us in today's complex world. Educators will not find specific recipes to educational problems in this brief paper, but it is hoped that they will find meaningful and useful ideas, directions, and procedures. From this point of view, practicing educators, and others, should find the information contained in the educational monographs of considerable value and assistance. How well we accomplish our purposes will eventually be for our children to witness or censure.

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AN OVERVIEW

There was a time when teaching was considered to be a second class occupation to be engaged in by people who could read, write, and cypher with a level of performance which was little higher than expected of the students. Teaching generalists were expected to provide total instruction for all students with an equal degree of competency.

Mankind has proved overwhelmingly that he is capable of producing knowledge and written material at an unbelievable speed. One research paper indicated that over 2,000 scientific pages are being produced throughout the world every 60 seconds! At this rate, education will have to become a process whereby the teacher becomes a coordinator and director of learning, rather than a transmitter of information. Thus the stage is set for new teaching roles in learning relationships and educational patterns. The curriculum must be personalized, individualized, and humanized into meaningful areas of concern to the learner. The role of the learner can also be expected to change. He will have to assume the responsibility for a large portion of his total educational acquisition. He will work under the direction and guidance of his teachers, but on an individualized basis whereby he takes personal responsibility for large blocks of learning. Modern educational research indicates that much of what is covered in today's classroom could be learned equally as well or better by the student working independently. With the volume of information increasing rapidly, the student and teacher will find it impossible to cover "all the material," therefore new teaching-learning patterns must be considered. Team teaching provides a horizontal organizational pattern for individualizing instruction.

With the heralded knowledge explosion of the space age expected to continue at an accelerated pace in the future, a redeployment of instructional staff members into teaching teams is recommended. For the purposes of this paper, team teaching is defined as ". . .unified, yet diverse, direction of learning activities by a committed coalition of thoughtful, dedicated persons."[1] This definition assumes team membership of certificated and non-certificated personnel, planning and working together to provide optimum instructional opportunities for each student. Team membership may vary in terms of types and numbers of personnel (usually three to six members); however, it is essential that each member be working in his area of greatest knowledge, competence and skill. Membership in a constant team implies that the roles of individual members are constant and so is team membership. Fluid teams imply a change in individual member roles and team membership depending on the instructional task.

Team membership positions for both constant and fluid teams may include: team leader, master teacher, teaching specialist, intern, instructor assistant, paraprofessional aide, clerk, secretary, resource personnel, community consultant, student consultant, guidance personnel, librarian, auxiliary personnel, and support personnel as defined by Johnson and Hunt.[2]

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[1]Robert H. Johnson, Jr., and John J. Hunt, Rx for Team Teaching (Minneapolis: Burgess Publishing Company, 1968), p. 2.

[2]Ibid., Chapter 1, pp. 1-10.

TEAM ORGANIZATIONAL PATTERNS

Team membership and organization should be directed toward improved instruction and may assume varying patterns. It is apparent that the tendency toward specialization encourages team implementation of the unit approach to instruction.

Dual Teaching Team

Dual teaching refers to two teachers instructing one group of students. A favorable climate for dual instruction may be in the field of primary reading whereby a variety of teaching specialists and flexibility of time, space, and student numbers may be incorporated to enhance the learning process. (See Conceptual Schematic A).

Cooperative Teaching Team

Cooperative teaching is probably the most popular form of team teaching in terms of actual usage. This modified teaming usually involves two teachers who combine and/or switch classes or groups of students for particular learning opportunities involving specialized instruction; for example, at the elementary level: (See Conceptual Schematic B).

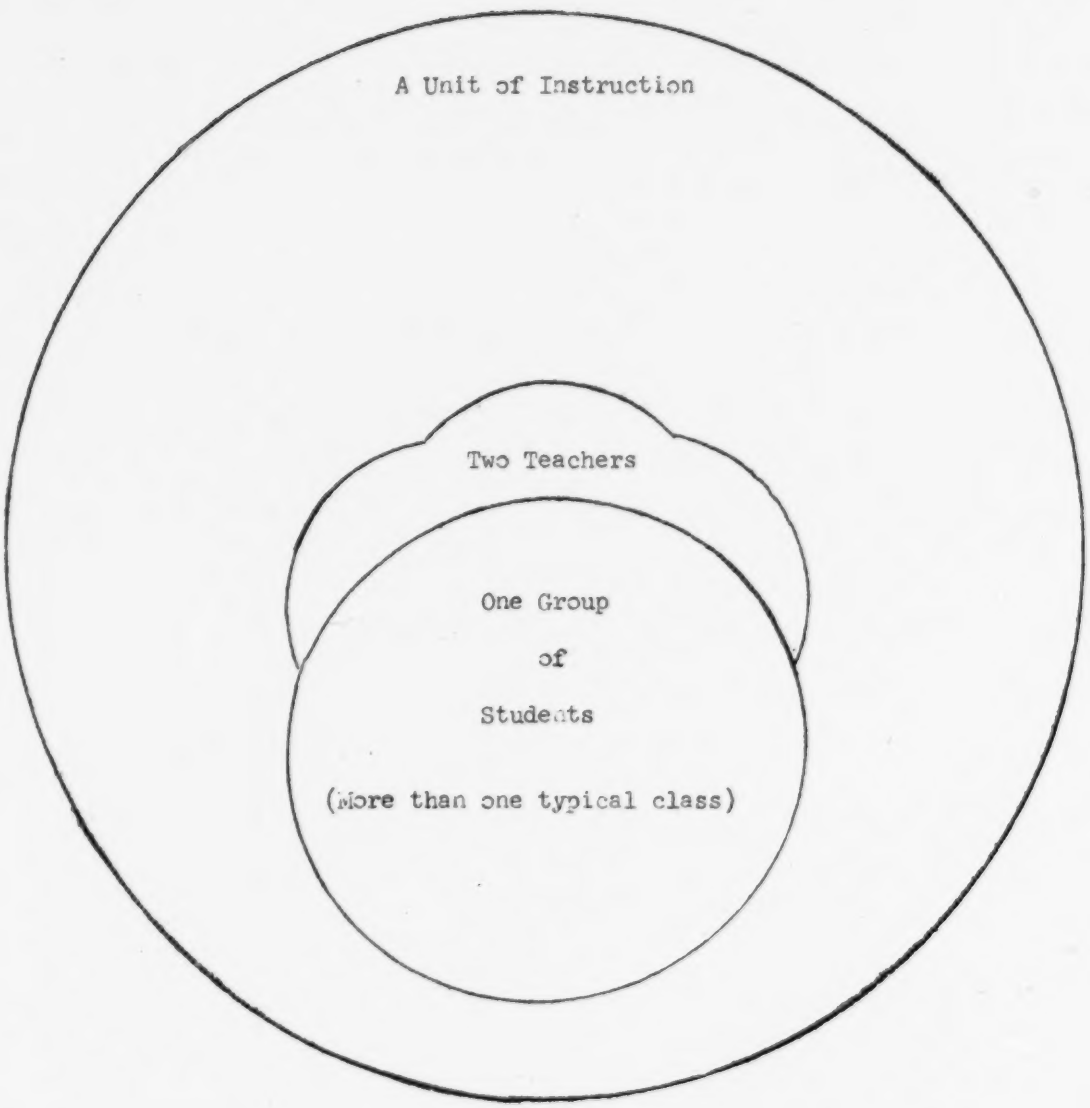
Teacher A	Teacher B
Specializing in:	Specializing in:
Science	Social Studies
Mathematics	Language Arts

Departmental Team

A departmental team consists of members from within the same department, but who probably have special talents and interests which can be advantageously implemented in specific learning situations. Within a history

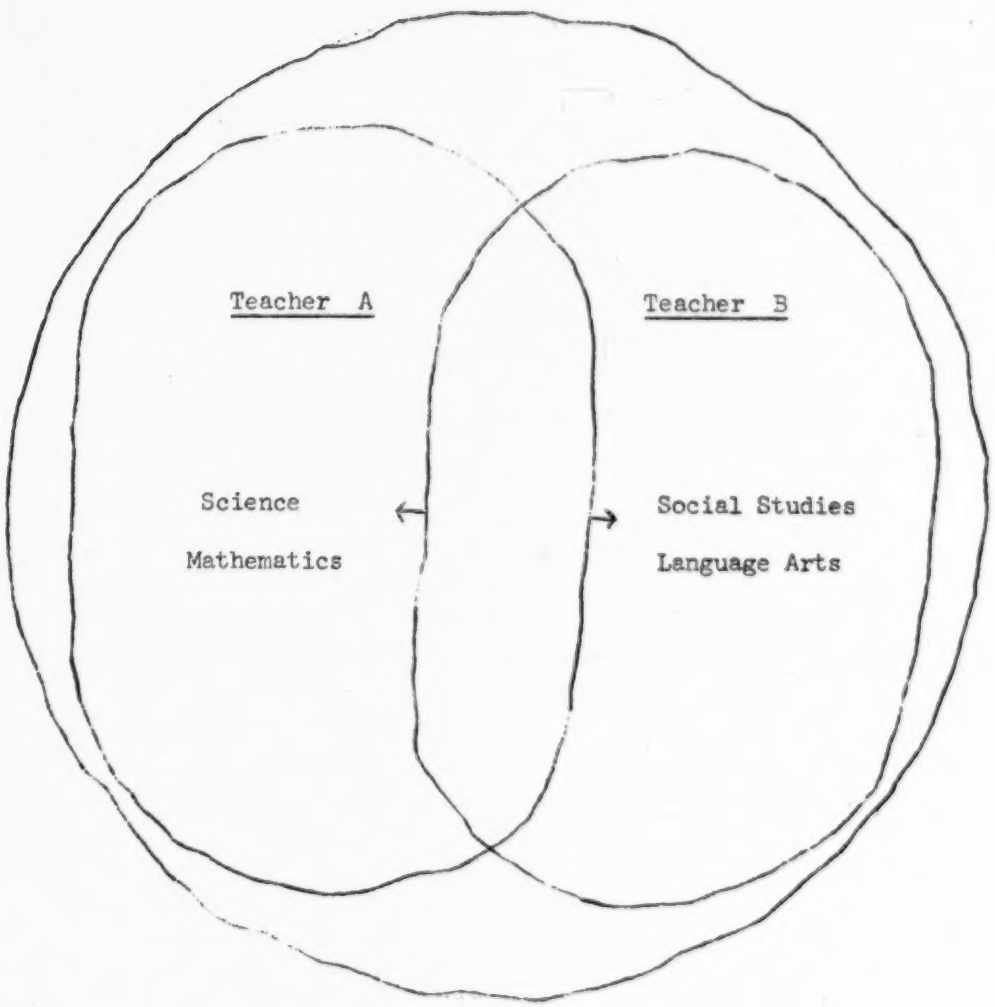
CONCEPTUAL SCHEMATIC A

DUAL TEACHING TEAM



CONCEPTUAL SCHEMATIC B

COOPERATIVE TEAM TEACHING



department, there probably are teachers who are "buffs" of particular events or periods. Usually these "buffs" are prepared to do an exceptional job of instruction within their special interests. An example may be a team that is organized for longitudinal or chronological study of historical concepts involving cause and effect relationships. Individual team members will be responsible for specified periods of time within the format of the total instructional program; that is, one team member may be responsible for early exploration and colonization of the New World, another staff member for the development of a newly organized and established government, a third team member for emergence of a recognized and accepted country. (See Conceptual Schematic C.)

Intradisciplinary Team

An intradisciplinary unit pertaining to the Korean Conflict might include the following departments within the social studies discipline: 1) history, 2) economics, 3) geography. Team members specializing in these three related fields of study provide the core of this intradisciplinary team. (See Conceptual Schematic D.)

Symbiotic Team

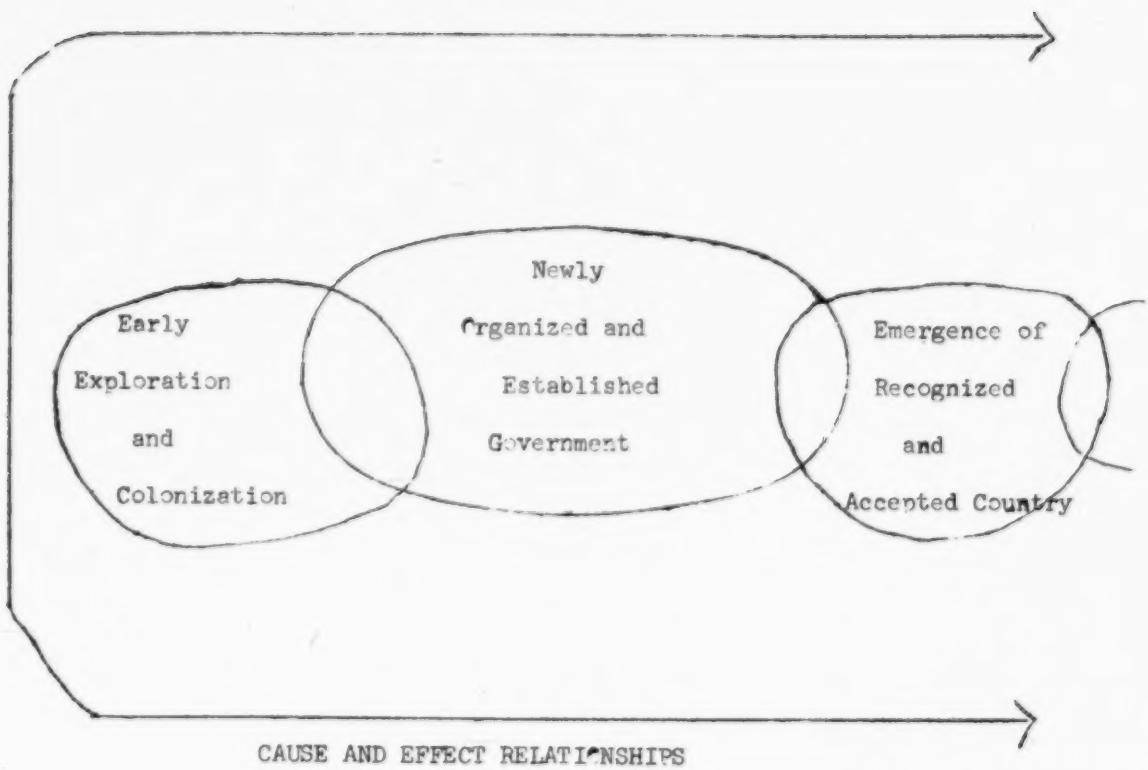
An example of a symbiotic team, one which involves representatives of dissimilar groups working closely together, may be a teacher, community aide, nurse, dentist, and a resource student cooperatively engaged in a unit on dental hygiene during National Children's Dental Health Week. (See Conceptual Schematic E.)

CONCEPTUAL SCHEMATIC C

DEPARTMENTAL TEAM -- LONGITUDINAL OR

CHRONOLOGICAL INSTRUCTION IN HISTORY

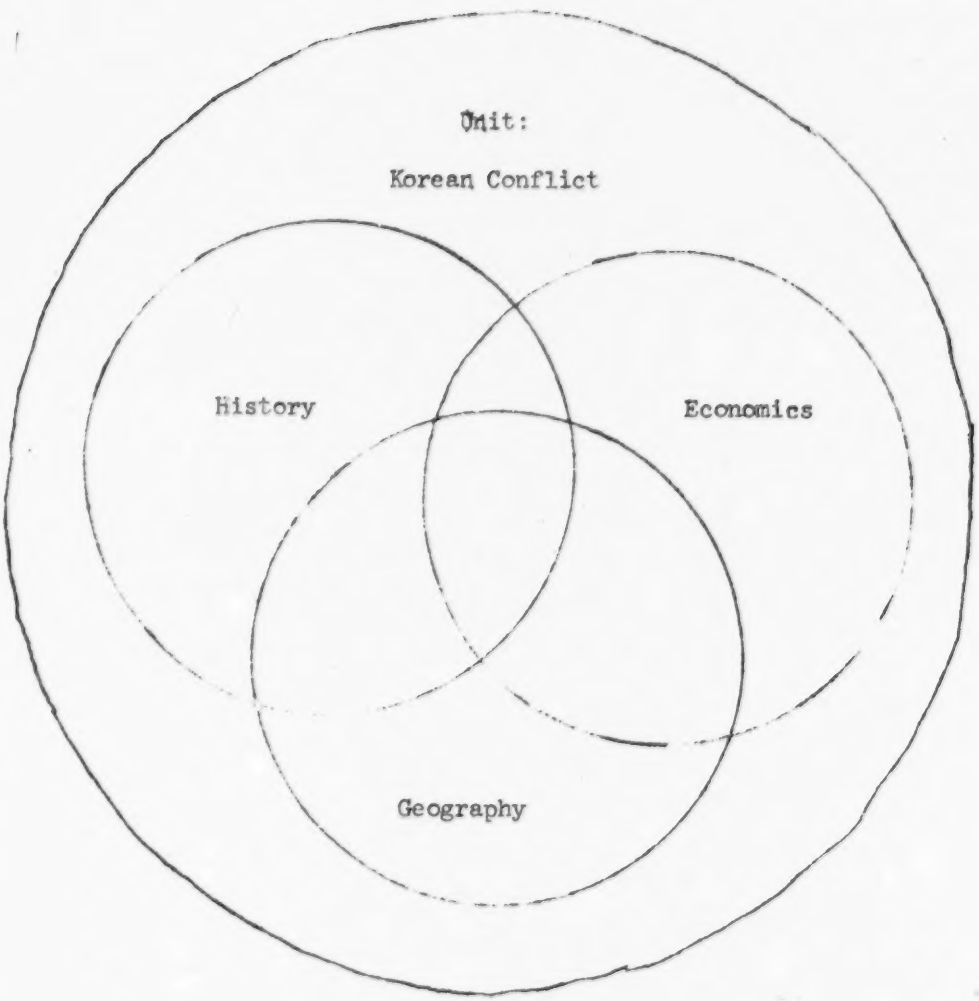
TOTAL UNIT



CAUSE AND EFFECT RELATIONSHIPS

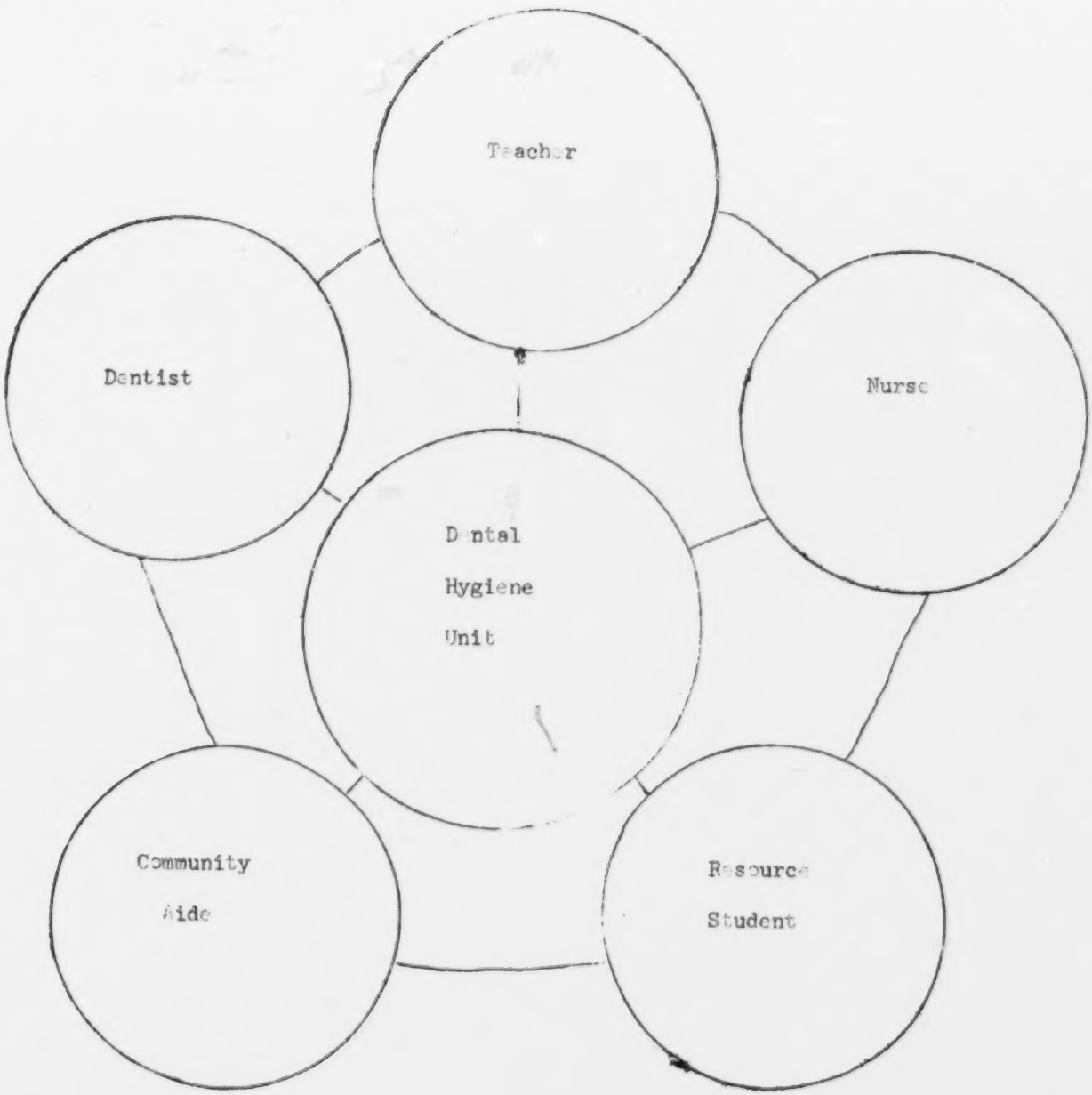
CONCEPTUAL SCHEMATIC D

INTRADISCIPLINARY TEAM



CONCEPTUAL SCHEMATIC E

SYMBIOTIC TEAM



Interdisciplinary Team

A unit on World War I is typically presented exclusively by the history department. It is suggested that facets of the total unit be presented by team members who are most capable in specific parts of the program, such as: economics, history, and geography by the social studies staff; literature, speech, and composition by the language arts teachers; drama, music, and art by the fine arts department; and clothing, nutrition, and home environmnet by the staff assigned to home economics. Following this format, teaching specialists from different disciplines can provide depth and breadth of study in a coordinated plan of instruction guided by previously established behavioral objectives. (See Conceptual Schematic F.)

Multifarious Team

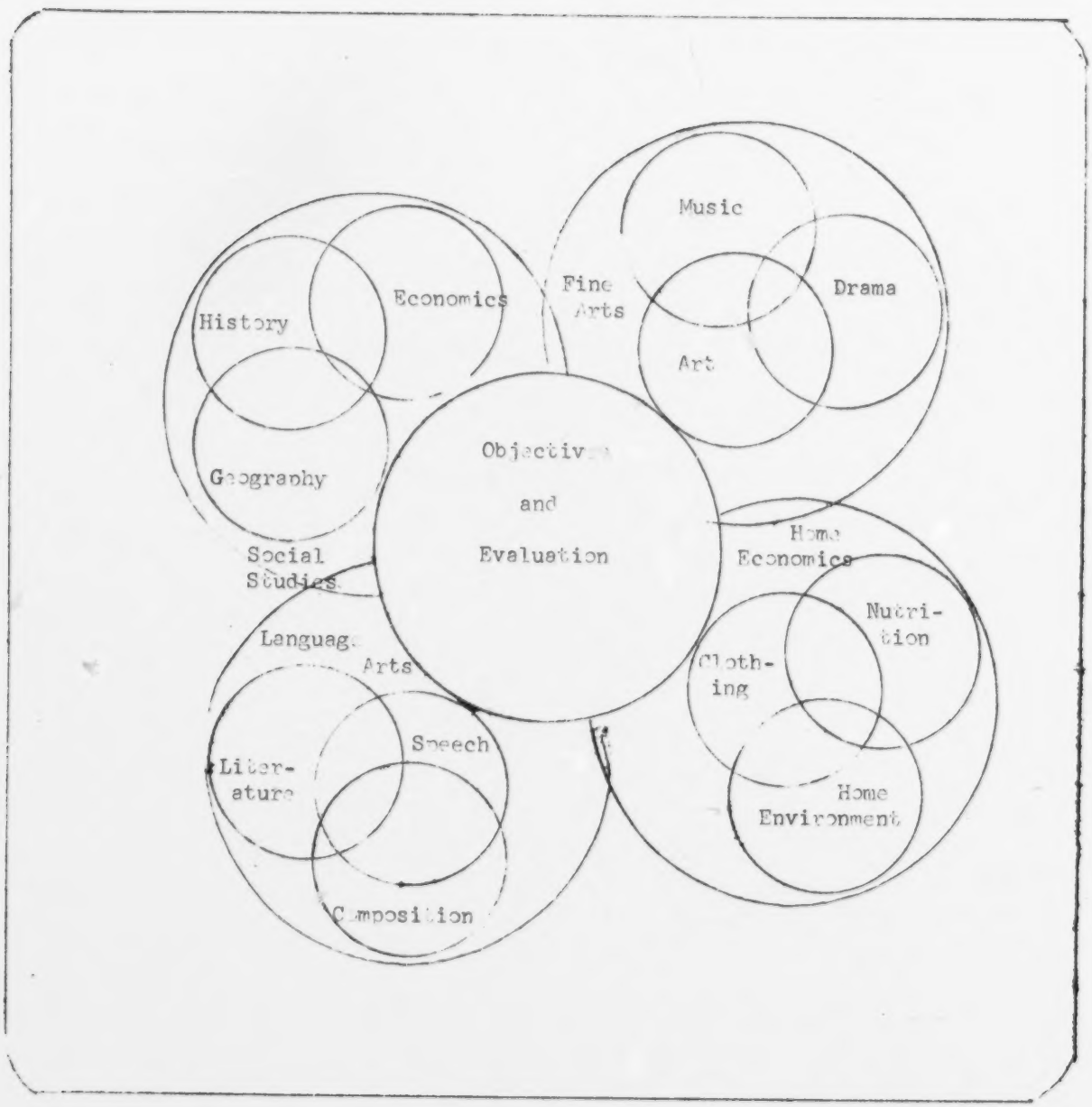
A multifarious team crosses grade and subject lines as illustrated by a team-unit approach to conservation for middle school grades 6, 7, and 8 involving teaching specialists in science, social studies, mathematics, and language arts. (See Conceptual Schematic G.)

TEAM TEACHING RATIONALE

The above defined patterns of teaching teams are designed to provide staffing suggestions, and illustrate roles to be played by team members, and to provide points of departure for development of variations to fit the needs of specific learning situations. Each school district, and even individual schools, should develop specific program patterns which will contain some degree of commonality with other program patterns, but also provide for unique individual characteristics common only to that

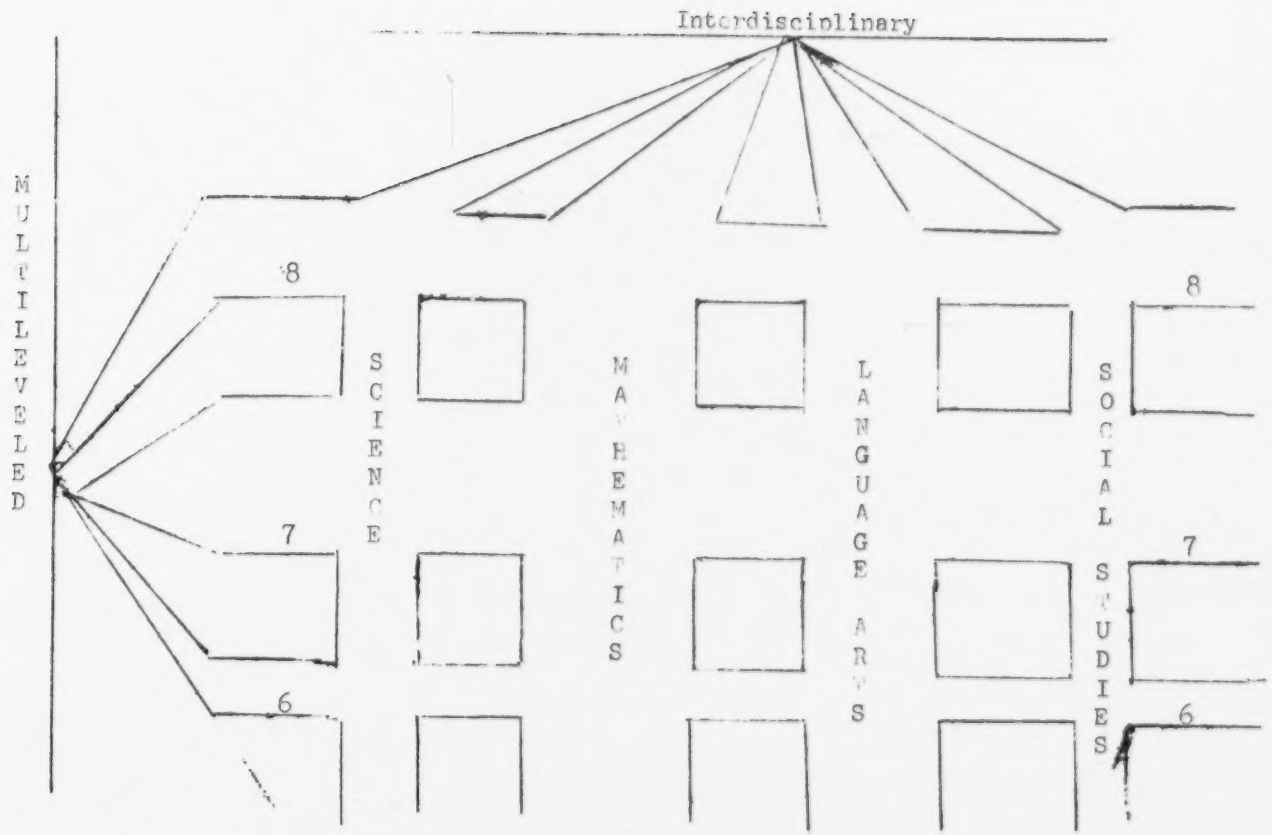
CONCEPTUAL SCHEMATIC F

INTERDISCIPLINARY TEAM



CONCEPTUAL SCHEMATIC G

MULTIFARIOUS TEAM - (e.g. a conservation unit)



particular setting. Obviously, personnel, resources (human and material), facilities, and other program ingredients must enter into proposed instructional programming.

Implementation of team teaching provides increased opportunities for various sized groups to be utilized for instructional tasks which do not require traditional sized classes. Although there is little research which indicates that traditional sized classes are optimal, there is considerable evidence to support independent study (students working independently under formal or informal supervision of team members with opportunities to interact with peers when desirable), inquiry or small group study (ranging from two to twelve or fifteen students, and averaging eight to ten), and large group instruction (multiples of inquiry or small groups). Of prime concern is continued recognition and acceptance of the contention that group size is secondary to the instructional task; therefore, independent study, inquiry or small group, and large group study refer to types of instruction, not to numbers of students.

While Beynon[3] has stated there is no ideal or optimal location for students to participate in independent study, Trump[4] has listed locations including libraries, resource centers, formal study areas, conference areas, and relaxation space as being conducive to independent work.

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[3]John H. Beynon, "Facilities, Equipment, and Independent Study," Independent Study, Bold New Venture, 10:166, David W. Beggs, III and Edward G. Buffie, editors (Bloomington: Indiana University Press, 1965).

[4]J. Lloyd Trump, Associate Secretary, National Association Secondary School Principals (Washington, D.C.).

Independent study provides opportunities for students to pursue depth and breadth of study guided by special interests, recognized needs, and developing talents.

Inquiry or small group techniques have been developed to a sophisticated, yet functional, level by Glatthorn.[5] Verbal descriptions and schematic designs graphically depicting various types of inquiry groups and the role(s) played by participants establish the variety of techniques used by leaders (students and teachers) to elicit the interactions, reactions, and responses according to the identified problem(s) being discussed. Specific patterns for small groupings have been classified as: 1) task oriented, 2) brainstorming, 3) hueristic, 4) didactic, 5) tutorial, 6) discursive, and 7) Maieutic or Socratic. A selected technique may be used in isolation or in combination with other techniques to arrive at stated objectives.

Large group instruction may be used for orientation, providing common information, entertainment, pacing, timing, sequential presentations, and evaluation, as well as to satisfy unique local requirements. Space accommodations often present a deterring factor in implementing large group instruction; however, most physical facilities do contain gymnasiums, cafeterias, study halls, auditoriums, or other space which is adequate for this type instruction. Many schools have intercommunication systems which can provide for large group instruction even though the total participating group may be physically segmented into classroom sized clusters. The use of closed circuit television can provide large group instruction to cluster groups of students.

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[5]Allen A. Glatthorn, Principal, Abbington High School, North Campus (Abbington, Pennsylvania), "Learning in the Small Group."

Team planning is such a vital part of the success of team teaching that it should be scheduled regularly during the school day. Individual staff planning and preparation periods have become an accepted facet of the traditional educational setting. The time has arrived when team planning and preparation time must be recognized and made available to staff members.

A major pitfall of team teaching is that it may have a tendency to become "turn" teaching whereby the instructional staff may not be capitalizing on individual and collective strengths. Staff members must have the opportunities to serve in their areas of greatest knowledge, skill, and competence. For example, those staff members who perform best with large groups should be assigned major responsibility for this portion of the total team commitment, just as other staff members who relate well to small groups or to students on an individualized basis should have this as their primary responsibility.

While it is recognized that team teaching is but one approach (generally a horizontal pattern) to redeploying educational staff and other persons committed to improving instruction, it does constitute a vital cog in the total machinery of individualizing learning. It provides a functional, realistic approach to adequate guidance and coordination of the learning processes particularly when implemented with flexible scheduling and continuous progress designs.

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